DOCUMENT RESUME

ED 241 103 JC 840 127

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TITLE Profile of Entering Students: A Comparison of New Full-Time Students, Fall, 1980, 1981 and 1982. Technical Report 83-07.
INSTITUTION Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.
PUB DATE Mar 83
NOTE 29p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Choice; College Freshmen; Community Colleges; *Enrollment Trends; Full Time Students; Longitudinal Studies; Majors (Students); *Student Characteristics; *Student Educational Objectives; Student Needs; Two Year Colleges; *Two Year College Students

ABSTRACT

A study was conducted to analyze and compare groups of full-time students entering Mercer County Community College (MCCC) in fall 1980, 1981, and 1982 to identify any longitudinal differences, similarities or trends among them. Information derived from MCCC's student database and student responses to the Basic Skills Placement Test (BSPT) Student Biographic Questionnaire provided a profile of sources of students; student characteristics; and students' reasons for choosing MCCC, needs for services, and goals and plans. Study findings included the following: (1) the number of new full-time students decreased from 1,434 in fall 1980 to 1,370 in fall 1981 and then increased to 1,392 in fall 1982; (2) over the 3-year period, patterns of residence for new entering students shifted, with an increasing percentage entering from locations within Mercer County; (3) the 1980 and 1981 groups were composed of 50% males, while the 1982 group had 52% males; (4) there were more younger students represented in 1981 and 1982 than in 1980; (5) the educational level of the students' parents had risen over the 3 years, as had the students' aspirations for their own educational attainment; (6) the BSPT performance of the 1982 group was below that of the previous groups; and (7) more students had immediate plans to work full-time after leaving MCCC, while less were planning to work while attending school. The Student Biographic Questionnaire is appended. (Author/LAL)

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ED241103

TECHNICAL REPORT
OFFICE OF INSTITUTIONAL RESEARCH

83-07

PROFILE OF ENTERING STUDENTS

A COMPARISON OF NEW FULL-TIME STUDENTS

FALL, 1980, 1981 AND 1982

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ACKNOWLEDGEMENTS

This report was prepared by Anne McMaster, Senior Technical Assistant, OIR. Special thanks to Holly Staatse for editing and Clara Arneth, Secretary of OIR for typing the text and tables.

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I. Executive Summary

The number of new full-time students entering MCCC[1] decreased from 1434 in Fall of 1980 to 1370 in the Fall of 1981 (4%). In 1982 there was a slight increase (2%) to 1392 entrants.

When these three groups of students were compared some differences emerged. Over the three years, patterns of residence for new entering students have shifted somewhat with an increasing percentage of full-timers entering MCCC from locations within Mercer County. Also, an increasing number of entrants are coming to MCCC directly upon graduation from Mercer County high schools.

The 1980 and 1981 groups were composed of 50% males, while the 1982 entrants had 52% males. There were more younger students (age 18 and below) and less older students (age 21 and above) represented in 1981 and 1982 than the previous year. The 1982 entrants were more likely to report coming from a high income family compared to the 1980 and 1981 groups. As might be expected, the educational level of the entrants' parents has risen over the three years, as has the students' own aspirations towards a bachelor's degree or higher. More entrants have immediate plans to work full-time after leaving Mercer, while less are planning to work while attending.

Academically, when the three groups are compared on the student's performance on the Basic Skills Placement Test, the 1982 group did not do as well as the two previous years. Also, the percentage falling below the cutoff in each of the three tests (Reading, Sentence and Mathematics) has markedly increased

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[1] This figure represents all students on the Fall 1980, Fall 1981 and Fall 1982 Registration File with a type Code of 'N' or 'blank' who were carrying at least 12 charge hours.

in 1982. It should be noted however, that this increase can be attributed to the fact that the BSPT cutoff scores were raised substantially for Fall 1982 entrants[2].

II. Introduction

The main objective of this technical report is to analyze and compare groups of entering full-time students to identify any longitudinal differences, similarities or trends among them. By doing this we can get a better picture of who attends Mercer and why. This information is useful in the development of admissions marketing strategies and for the improvement of student services.

The data in this report were derived from two principal sources. Primarily, the College's student data base, containing basic demographic information describing all enrolled students. Secondly, the incoming student responses to the Basic Skills Placement Test (BSPT) STudent Biographic Questionnaire. This questionnaire addressed the students' reasons for choosing MCCC, their plans for employment and further education after leaving Mercer, their parent's income and education levels, and areas in which students feel they would need assistance from MCCC staff (see Appendix A).

III. Sources of Students

A. In-County Entrants

The majority of entering full-time students come from within Mercer County (73% in 1980, 72% in 1981 and 74% in 1982) (see Table 2). Because of this, it is advantageous to look at the graduates of Mercer County's largest high schools. Depicted in Table 1 is the number and percentage of Mercer high school students who entered MCCC directly after graduation.

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[2] BSPT cut-off scores had previously been <57 for Reading and Mathematics and <59 for English. In 1982, the cut-off scores were raised to <62 for Reading, <65 for Sentence and <60 for Mathematics.

Despite the slight decrease in the number of graduates from 1981 to 1982, the total percentage of students registered at MCCC has steadily increased (17% in 1980, 18% in 1981, and 20% in 1982). Specifically, over the three years, the greatest increases in students who entered Mercer were at: Ewing (13% in 1980 to 16% in 1981 to 20% in 1982), Hamilton East (from 23% in 1980 to 24% in 1981 to 27% in 1982), Hamilton West (from 18% in 1980 to 20% in 1981 to 26% in 1982), and Hopewell Valley (from 15% in 1980 to 17% in 1981 to 20% in 1982). Conversely, decreases occurred among the students of McCorristin (from 29% in 1980 and 1981 to 25% in 1982) and Notre Dame (18% in 1980 to 21% in 1981 to 15% in 1982).

Table 1

Mercer County June Graduates Entering MCCC Directly from High School

	1980			1981			1982		
	H.S. Grads	Registered at MCCC		H.S. Grads	Registered at MCCC		H.S. Grads	Registered at MCCC	
High Schools	n	n	%	n	n	%	n	n	%
Ewing	373	47	13%	364	57	16%	350	71	20%
Hamilton East	564	129	23	604	142	24	584	158	27
Hamilton West	472	86	18	497	101	20	435	115	26
Hightstown	249	63	25	281	62	22	288	67	23
Hopewell Valley	275	41	15	236	39	17	225	45	20
Lawrence	300	43	14	259	38	15	190	35	18
McCorristin	219	64	29	244	70	29	237	60	25
Notre Dame	272	50	18	284	60	21	291	45	15
Princeton	268	11	4	268	14	5	284	15	5
Trenton Central	580	95	16	669	86	13	498	97	19
West Windsor-Plainsboro	203	16	8	210	17	8	205	22	11
TOTALS	3,775	645	17%	3,916	686	18%	3,587	730	20%

Source: Computer Center Job #ZECA023, High School Applicants Admissions Status

B. Out-of-County Entrants

Patterns of residence for new entering students have shifted over the three years. Of the full-time entering cohorts, the percentage of in-county students has increased (73% in 1980, 72% in 1981 and 74% in 1982), while

the percentage of out-of-county students has decreased (23% in 1980, 25% in 1981 and 21% in 1982) (see Table 2). Table 3 shows the number of entrants coming from the selected New Jersey counties. The counties of Burlington and Monmouth account for most of this decrease.

Table 2

Residence of Entering Full-time Students

	1980		1981		1982	
	n	%	n	%	n	%
Mercer County	1053	73.4%	983	71.8%	1027	73.8%
Other N. J. Counties	333	23.2	336	24.5	292	21.0
Bucks County	17	1.2	18	1.3	29	2.1
Other Out-of-State	13	0.9	17	1.2	8	0.5
Foreign	18	1.3	16	1.2	36	2.6
TOTALS	1,434	100%	1,370	100%	1,392	100%

Table 3

Full-time Entering Students from Selected New Jersey Counties

	1980		1981		1982	
	n	%	n	%	n	%
Burlington	64	19.2%	71	21.1%	52	17.8%
Hunterdon	61	18.3	41	12.2	44	15.1
Middlesex	59	17.7	66	19.6	61	20.9
Monmouth	43	12.9	43	12.8	25	8.5
Ocean	12	3.6	24	7.1	26	8.9
Somerset	32	9.6	29	8.6	32	11.0
Other counties	62	18.7	62	18.6	52	17.8
TOTALS	333	100%	336	100%	292	100%

C. Year of High School Graduation

Mercer's freshman class is predominantly made up of students who entered college directly from high school. The percentage of direct entrants has fluctuated over the three years, while the percentage of students who waited two years or more since high school graduation has

decreased since 1980 (19% in 1980, 15% in 1981 and 16% in 1982) (see Table 4).

Table 4

Year of High School Graduation of Entering Students

Number of Years Since Graduation from H.S.	1980	1981	1982
None (direct entrant)	65%	70%	68%
1 year	8	8	8
2 - 4 years	9	7	8
More than 4 years	10	8	8
GED	7	3	4
Unknown	1	4	5
	100%	100%	100%

IV. Student Characteristics

A. Demographics

There appears to be dissimilarities among the three groups of students when compared over the three years. The most marked changes occurred in the 1982 group which was composed of 52% males as compared to the 50% composition the two previous years. Also, there were more younger students represented (age 18 and below) (55% in 1980 and 59% in 1981 and 1982) and less older students (age 21 and above) (20% in 1980, 18% in 1981 and 17% in 1982).

The percentage of in-county entrants has risen (73% in 1980, 72% in 1981 and 74% in 1982) while the percentage of out-of-county entrants has decreased over the years (24% in 1980 and 1981 and 21% in 1982) (see Table 5).

Table 5

Demographic Data of Full-time Entering Students

	1980 (N=1434)	1981 (N=1370)	1982 (N=1392)
Sex			
Male	50%	50%	52%
Female	50%	50%	48%
Ethnicity			
Caucasian	76%	77%	78%
Black	17%	16%	16%
Hispanic	4%	4%	3%
Other[a]	3%	3%	3%
Age			
18 and Younger	55%	59%	59%
19 to 20	25%	23%	24%
21 and Older	20%	18%	17%
Residence			
In-County	73%	72%	74%
Out-of-County	24%	24%	21%
Out-of-State	3%	4%	5%

[a]Includes Asian, American Indian, and Non-resident Alien.

Table 6 shows the percentage of all full-time entrants in each ethnic group compared to the percentage of full-time entrants from Mercer County only.

Table 6

Ethnicity of Full-time Entrants

	1980		1981		1982	
	All Entrants	Mercer County	All Entrants	Mercer County	All Entrants	Mercer County
White	76%	71%	77%	75%	78%	76%
Black	17	21	16	19	16	19
Hispanic	4	4	4	4	3	3
Other[a]	3	4	3	2	3	2
	100%	100%	100%	100%	100%	100%
Total Number	1434	105	1370	983	1392	1027

[a]Includes Asian, American Indian and Non-resident Alien.

Other variables were also examined on the basis of the responses from the Student Biographic Questionnaire. The percentage of unmarried students has increased from 92% in 1980 to 96% in 1981 and 1982. There were less students dependent on their parents for their financial support (61% in 1980, 67% in 1981 and 55% in 1982). In regards to the family income of the groups, it is interesting to note that the percentage of students who reported coming from low income families ($3,000 or less) has increased (11% in 1980, 18% in 1981 and 19% in 1982), as has the percentage of students who reported coming from high income families ($20,000 or over) (33% in 1980, 35% in 1981 and 40% in 1982) (see Table 7).

Table 7

Level of Financial Support of Entering Students (Self-Reported)

	1980	1981	1982
Less than $3,000	11%	18%	19%
3,000 - 8,999	22	18	16
9,000 - 14,999	21	17	15
15,000 - 19,999	14	12	10
20,000 - 29,999	18	16	18
30,000 or more	15	19	22
	101%	100%	100%

Note. Students not claimed by their parents as exemptions for income tax purposes estimated their own income (or combined with spouse).

The educational level of the entrant's parents showed an increasing trend towards higher education. The percentage of parents who had earned a two year college degree or higher has steadily increased over the three years. The number of mothers who had achieved this level of education went from 13% in 1980 to 16% in 1981 and 1982, while the percentage of fathers went from 22% in 1980 to 24% in 1981 and 1982. Similarly, the percentage of mothers who reported attending some college increased from 9% in 1980 and 1981 to 13% in 1982 (see Table 8).

Table 8

Highest Education Level of Parents

	1980		1981		1982	
	Mother	Father	Mother	Father	Mother	Father
No formal school or some grade school	3%	5%	2%	4%	2%	3%
Finished grade school	5	7	4	5	6	7
Some high school	16	16	14	14	13	13
Finished high school	48	31	49	36	41	35
Business or trade school	6	8	6	6	9	6
Some college	9	11	9	11	13	12
Attained a 2 year college degree	3	3	4	3	4	2
Attained a 4 year college degree	5	10	8	12	6	10
Attained a graduate or professional degree	5	9	4	9	6	12
	100%	100%	100%	100%	100%	100%

B. Measures of Student Ability

All full-time entrants are required to take the Basic Skills Placement Tests (BSPT). On the biographic questionnaire portion of the BSPT, entering students are asked to report their overall average grades in high school as well as their grades in their last Math and English courses. There were some noticeable differences among the three groups in relation to their overall high school grades. In 1982, less students reported a A-B^+ average, while those in both the C-D^+ and D or below range have increased (see Table 9).

Table 9

Average of All High School Courses (Self Reported)

Grade Range	1980	1981	1982
A-B^+	14%	16%	11%
B-C^+	67%	68%	65%
C-D^+	19%	16%	23%
$\leq$ D	0%	0%	1%

Differences also occurred in the reported grade distributions among the three groups. Those entrants reporting earning grades of A or B in their last high school math course were 38% in 1980, 43% in 1981 and 35% in 1982. This decrease is reflected in their math ability on the BSPT. The mean score of the entrants went from 62.0 in 1980 and 62.2 in 1981 to 60.8 in 1982. Similarly, there was a decrease in the percentage of entrants reported earning grades of A or B in their last high school English course (56% in 1980, 60% in 1981 and 49% in 1982).

When the three groups were aggregated by age, sex and residence, some interesting differences in performance on the Basic Skills Test appear. Younger students (age 18 and below) out-performed the older students on all three tests. Out-of-county (in-state) students scored higher on each test than both in-county and out-of-state students. Males performed better than females on both the Reading and Mathematics tests (see Table 10).

V. Choosing Mercer

A. Reasons for Attending Mercer

The factors which influenced the entering students to choose Mercer have not changed over the years. "Closeness to Home," "Strength in Intended Major," "General Academic Reputation" and "Inexpensiveness" have remained the most important reasons. Although the percentage choosing "Strength in Intended Major" has decreased since 1980, the percentage influenced by Mercer's "General Academic Reputation" and its "Inexpensiveness" have increased (see Table 11).

Table 10

New Jersey Basic Skills Placement Test -- Reading, Sentence and Mathematics Scores

Fall Entrants	Reading						Sentence[a]						Mathematics					
	Mean Score			% Below Cut-Off[b]			Mean Score			% Below Cut-Off[b]			Mean Score			% Below Cut-Off[b]		
	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
Total	61.2	61.8	60.5	30.7	27.4	42.8	61.2	61.1	61.3	34.5	34.2	53.7	62.0	62.2	60.8	32.6	29.6	44.1
Age Groups																		
18 and below	62.3	62.7	61.5	28.5	24.1	40.3	62.6	62.6	63.0	30.3	30.3	49.3	64.2	63.6	62.5	24.0	24.5	37.7
19 and 20	60.0	61.1	59.1	32.5	30.0	47.3	59.4	59.8	60.0	30.1	38.4	58.2	59.4	60.7	60.1	42.8	34.0	46.5
21 and above	59.8	58.6	59.8	35.0	37.7	44.2	59.6	56.8	59.9	40.3	46.9	57.4	59.8	58.0	58.9	41.4	45.4	53.0
Sex																		
Male	63.4	62.8	60.9	24.1	23.4	40.7	62.2	61.4	60.2	31.3	32.6	57.8	63.7	63.9	62.1	26.3	24.0	38.8
Female	59.2	60.8	59.9	37.1	31.3	45.6	60.2	60.9	62.6	37.5	36.1	49.6	60.3	60.6	59.7	38.8	34.6	49.2
Residence																		
In-County	60.6	60.8	59.9	33.1	29.9	45.1	60.4	60.2	60.9	36.0	36.5	55.2	61.7	61.7	60.2	34.0	32.1	46.6
Out-of-County	63.6	64.9	63.6	21.6	19.2	31.0	63.8	64.0	63.6	28.4	26.6	45.8	63.1	63.8	62.7	28.4	22.2	35.8
Out-of-State	60.9	59.1	57.8	39.1	37.8	55.6	60.3	58.2	59.3	43.5	46.0	61.7	63.0	61.9	62.9	26.1	32.4	34.6

[a] 'Total English' scores were reported in 1980 and 1981, while in 1982, 'Sentence' only was used.

[b] In 1980 and 1981, cutoff scores were <57 for Reading and Mathematics and <59 for English. In 1982, these scores were raised to <62 for Reading, <65 for Sentence and <60 for Mathematics.

Table 11

Most Important Reasons for Choosing Mercer

	1980	1981	1982
Close to Home	27%	24%	25%
Strengths in Intended Major	19	18	15
General Academic Reputation	13	15	18
Inexpensive	15	14	16
Impression of Campus	4	5	4
Students Certainty of Admissions	4	4	4
Program not Available at Home Community College	5	5	3
Friend Attending	3	4	4
Other Reasons	10	11	11
	100%	100%	100%

Parents or spouse continue to have the greatest influence on students choosing Mercer over the three years. The impact of friends on the students' choice has increased while the influence of high school counselors has decreased (see Table 12).

Table 12

Sources of Influence in Choosing Mercer

	1980	1981	1982
Parents or Spouse	31%	31%	37%
High School Counselor	23	20	9
Friends	14	16	20
MCCC Staff	10	4	6
College Publications/ Media Announcement	9	3	5
Campus Visit	5	5	2
High School Teacher	6	6	3
Employer or Supervisor/Employment Service	2	2	1
Other[a]	--	14	17
	100%	100%	100%

[a]The category "Other" was included the first time for Fall 1981 entrants.

B. Needs for Service from Mercer Staff

Entering students were asked for two ways in which Mercer's faculty and staff could be most helpful to them. The same choices were consistently favored for all three years. The greatest need for service was in the areas of "Planning for Further Education or Transfer" and "Providing Career Information." Also, high on the list was 'Improvement of Study Skills" and "Choosing a Major Program" (see Table 13).

Table 13

'nticipated Needs for Assistance from Mercer Staff

	1980	1981	1982
Choosing a Major Program	15%	13%	10%
Improvement of Study Skills	20	18	17
Improvement of Basic Skills	a	9	14
Providing Career Information	23	22	20
Planning for Further Education/ Transfer	23	23	19
Finding a Job While Attending	9	8	9
Solving Personal Problems	1	0	1
Other	4	2	3
Don't Need Help	5	5	7
	100%	100%	100%

[a]The category "Improvement of Basic Skills" was included the first time for Fall 1981 entrants.

C. Student Goals

Students were asked whether or not they intended to earn a degree or certificate from MCCC. Over the last three years, the percentage of students expressing an intention to receive a degree from Mercer has increased (from 62% in 1980 to 76% in 1982), while the degree of uncertainty has decreased (see Table 14).

Table 14

Intention to Earn a Degree or Certificate from Mercer

	1980	1981	1982
Yes	62%	72%	76%
No	5	2	4
Uncertain	23	26	20
	100%	100%	100%

The goals of the entrants were somewhat similar. The main goal was "Preparation for a New Job" followed by "Transfer Credit" (see Table 15).

Table 15

Student Goals

	1980	1981	1982
Improvement of Job Skills	6%	2%	3%
Preparation for New Job	61	62	58
Transfer Credit	24	29	30
Personal Interest	5	2	5
Other	4	5	4
	100%	100%	100%

When plans for obtaining a degree were examined, the data indicates that over the three years the students' aspirations towards higher education have changed with a substantial increase in 1981 and 1982 in the percentage of students expecting to earn a Bachelor's degree or higher (51% in 1980, 88% in 1981, and 89% in 1982) (see Table 16).

Table 16

Education Expectations

	1980	1981	1982
No plans	7%	a	a
Certificate	3	a	a
Associate's Degree	38	12	11
Bachelor's Degree	38	60	57
Master's Degree	9	20	24
Ph.D., M.D., other prof.	4	8	8
	99%	100%	100%

[a]These options do not appear on the revised questionnaire.

The entrants were asked what field they planned to major in while attending Mercer. In 1981, the majority (22%) of students chose Engineering Technology, while in 1982, the trend shifted towards Commerce (21%). Substantial increases occurred in Computer Science, Health Services and Public Service Technology over the two years studied (see Table 17).

Table 17

Course of Study at Mercer

	1981	1982
Health Services	13%	17%
Commerce	20	21
Engineering Technology	22	16
Public Service Technology	4	7
Science Technology	3	4
Liberal Arts and Science	13	10
Computer Sci/Operations	11	17
General Studies, Other	6	4
Undecided	8	4
	100%	100%

Note. Data not available for 1980 entrants.

The entrants' working patterns have changed over the three years studied. The percentage of those not planning to work while attending Mercer has increased substantially (from 15% in 1980 to 24% in 1982). Similarly, the percentage of those planning to work part-time (34 hours or less) while at Mercer has decreased (79% in 1980, 77% in 1981 and 67% in 1982) (see Table 18).

Table 18

Plans to Work While Attending Mercer

	1980	1981	1982
Do not plan to work	15%	17%	24%
1 - 9 hours	14	12	10
10 - 19 hours	35	35	30
20 - 34 hours	30	30	27
35 hours or more	7	6	9
	101%	100%	100%

The students' plans to work after leaving Mercer have also changed quite a bit. There is an increase in those intending to work full-time, while the entrants with no immediate plans of employment has also increased (see Table 19).

Table 19

Plans to Work Immediately After Leaving Mercer

	1980	1981	1982
Full-time	43%	39%	46%
Part-time	12	12	4
Do not plan to work right away	16	16	19
Uncertain	28	33	31
	99%	100%	100%

Those students intending to transfer to another institution of higher education were asked to report the course of study they planned to pursue. The distribution of anticipated majors fluctuated somewhat over the three years with increases occurring in the Biological, Health Science category, the Physical Science, Math and Computer Science category, as well as the Social Sciences and Business categories. Decreases occurred in Humanities and Fine Arts, Engineering and Architecture, and "Other" categories (see Table 20).

Table 20

Anticipated Majors at Transfer Institution

	1980	1981	1982
Biological, Health Science	14%	16%	19%
Phys. Sci., Math, Comp. Sci.	6	6	10
Social Sciences	6	7	9
Humanities and Fine Arts	11	8	5
Education	4	3	4
Business (incl. Data. Proc.)	23	24	28
Engineering, Architecture	20	22	16
Other	17	14	9
	100%	100%	100%

MERCER COUNTY COMMUNITY COLLEGE

STUDENT BIOGRAPHIC QUESTIONNAIRE

DIRECTIONS

You are being asked to answer some questions about yourself. The answers you and other students give will help us in two ways: we will be able to give you better advice and assistance, and we will have a better picture of who intends to come to Mercer and why.

Please mark your answers on the separate answer sheet in the section labelled BIOGRAPHIC INFORMATION. Do not make any marks on this questionnaire. Use only a number 2 pencil. Blacken your answer spaces completely, and do not make any stray marks on your answer sheet.

OFFICE OF INSTITUTIONAL RESEARCH

August, 1980

Revised: January, 1981
June, 1982

BACKGROUND INFORMATION

1. How do you describe yourself?

   1. Caucasian, White
   2. Black
   3. Hispanic
   4. Asian or Pacific Islander
   5. Native American (Indian or Alascan Native
   6. Foreign student

2. Are you now married?

   1. Yes
   2. No

3. Do you feel that you have a permanent physical handicap? (Please mark the one answer that most applies to you.)

   1. No
   2. Yes, restricted mobility
   3. Yes, restricted hearing
   4. Yes, restricted vision
   5. Yes, but I prefer not to record it at this time
   6. Other

4. How many persons are dependent on you (excluding yourself) for at least half of their financial support?

   1. None
   2. One
   3. Two
   4. Three
   5. Four
   6. Five or more

5. Where do you get most of your financial support?

   1. Husband or wife
   2. Parents
   3. Other relatives or friends
   4. Public Assistance
   5. Social Security
   6. Myself
   7. Other

6. If you are claimed by your parents as an exemption for federal tax purposes, please indicate their combined annual income (before taxes).

If you are NOT claimed by your parents as an exemption, please indicate your own income (if you are single) or the combined income of you and your spouse (if you are married).

1. Less than $3,000
2. $3,000 to 5,999
3. $6,000 to 8,999
4. $9,000 to 11,999
5. $12,000 to 14,999
6. $15,000 to 19,999
7. $20,000 to 29,999
8. $30,000 to 39,999
9. $40,000 or more

7. How much formal education did your father have? Indicate only the one highest level. (If you do not know, leave blank and go on to Question 8.)

1. No formal school or some grade school
2. Finished grade school
3. Some high school
4. Finished high school
5. Business or trade school
6. Some college
7. Attained a two-year college degree
8. Attained a four-year college degree
9. Attained a graduate or professional degree

8. How much formal education did your mother have? Indicate only the one highest level. (If you do not know, leave blank and go on to Question 9.)

1. No formal school or some grade school.
2. Finished grade school
3. Some high school
4. Finished high school
5. Business or trade school
6. Some college
7. Attained a two-year college degree
8. Attained a four-year college degree
9. Attained a graduate or professional degree

HIGH SCHOOL INFORMATION

(If you received or expect to receive a high school equivalency Diploma, please SKIP TO QUESTION 14.)

9. Which of the following best describes your average in all of your high school courses?

1. A average (90 - 100)
2. B+ average (85 - 89)
3. B average (80 - 84)
4. C+ average (75 - 79)
5. C average (70 - 74)
6. D+ average (65 - 69)
7. D average (70 - 64)
8. Below D (59 or less)

10. What was your grade in your last high school English course?

1. 90 - 100 (A)
2. 80 - 89 (B)
3. 70 - 79 (C)
4. 60 - 69 (D)
5. 59 or less (below D)

11. What was your grade in your last high school math course?

1. 90 - 100 (A)
2. 80 - 89 (B)
3. 70 - 79 (C)
4. 60 - 69 (D)
5. 59 or less (below D)

12. How many years of high school algebra have you completed?

1. None
2. One year
3. Two years
4. Three years

13. To what extent did you participate in clubs and organizations while in high school?

1. I was not a member of any club or organization.
2. I belonged to some organizations but did not hold any major offices.
3. I held one or two major offices (president, editor, class or school representative, etc.)
4. I held one or two major offices and belonged to other organizations as well.

COLLEGE INFORMATION

14. How important is college to you?

1. Not very important
2. Somewhat important
3. Quite important
4. Extremely important

15. How much encouragement for going to college have you received from your parents or spouse?

1. I have received a great deal of encouragement.
2. I have received some encouragement.
3. I have received no encouragement or discouragement.
4. I have been discouraged from attending.

16. and 17. You make the decision to come to MCCC. Others can assist or influence you in deciding. Who influenced you most in your choice of MCCC? *(For Question 16, select the first or most important influence; for Question 17, the second, or next most important influence.*

1. High school counselor
2. High school teacher or other staff member
3. Mercer County Community College counselor, faculty, or other staff member
4. Campus visit
5. Parents or spouse
6. Friends
7. Radio or TV announcement, newspaper advertisement or article, College brochure or catalog
8. Employer or supervisor, employment service or employment counselor
9. Other

18. and 19. What are your two main reasons for attending Mercer? *(Select one for Question 18, and one for Question 19.)*

1. It is inexpensive.
2. It is close to home.
3. I was certain of admission.
4. I have friends who are/will be attending Mercer.
5. Mercer has a good general reputation.
6. Mercer is strong in my intended major field of study.
7. I have a good impression of the campus and students.
8. The program I wanted was not available at my home community college.
9. Other reason

20. Are you entering Mercer directly from high school?

1. Yes, I will finish/have finished high school this year.
2. No, I am transferring from another institution.
3. No, I have been in the armed forces.
4. No, I have worked for the last one or two years.
5. No, I have worked for the last three years or more.
6. No, I have had family responsibilities.
7. Other

21. When do you plan to begin your studies at Mercer?

1. Before Fall 1982
2. Fall 1982
3. Spring 1983
4. Summer 1983
5. Fall 1983
6. Spring 1984
7. Summer 1984
8. Fall 1984
9. At some later date

22. While you are attending Mercer, do you plan to earn a certificate or a degree?

1. Yes, I plan to earn a one-year certificate.
2. Yes, I plan to earn a two-year Associate's degree.
3. No, I don't plan to earn either a certificate or a degree.
4. I'm not sure.

23. What is your main educational goal while attending Mercer County Community College?

1. I want to improve my skills for a job I already have.
2. I want to prepare for a job that I will obtain later on.
3. I want to earn transfer credit(s).
4. I am attending Mercer for personal interest.
5. Other reason

24. While you are attending Mercer, in what field do you plan to major?

1. Health Services (includes Dental Assist., Medical Lab Tech, Nursing, Radiologic Tech)
2. Commerce (includes Accounting, Business Admin., General Business, Funeral Services, Telecommunications, Secretarial Science)
3. Engineering Technology (includes Engineering Science, Automotive, Heating, Refrigeration and Air Conditioning, Aerospace Operations Management, Architecture, Drafting, Electronics, Flight Tech/Attendant)
4. Public Service Technologies (includes Community Service Assist., Education Assist., Fire Science, Law Enforcement Officer, Legal Assist.)
5. Science Technologies (includes Laboratory Tech, Land Use Management/Ornamental Horticulture, Plant Science)
6. Liberal Arts and Science (includes Humanities and Social Sciences, Visual & Performing Arts, Biology, Physics, Chemistry, Math)
7. Computer Science Operations (includes Data Processing)
8. General Studies, Other
9. Undecided

25. On the average, how many hours per week do you expect to work (part-time or full-time) while you are attending Mercer County Community College?

1. I do not plan to work.
2. 1 - 9 hours
3. 10 - 19 hours
4. 20 - 34 hours
5. 35 hours or more

26. and 27. While you are attending Mercer, how can our faculty and staff be most helpful to you? (Choose one for Question 26, and one for Question 27.)

1. In choosing my major program
2. By helping me improve my basic skills (reading, writing, mathematic
3. By helping me improve my study skills
4. By providing career information
5. By helping me plan for further education/transfer to another colle
6. By helping me find a job while I'm still in college
7. By helping me solve personal problems
8. Other
9. I really do not expect to need much help.

FUTURE PLANS

28. Do you plan to work immediately after leaving Mercer?

1. Yes, I plan to work full-time.
2. Yes, I plan to work part-time.
3. No, I do not plan to get a job right away.
4. I'm not sure about my work plans.

29. Do you plan to continue your education immediately after leaving Mercer?

1. Yes, I plan to continue my studies at another two-year college.
2. Yes, I plan to transfer into a four-year college or university.
3. No, I do not plan to continue my studies right away.
4. I'm not sure about my educational plans.

30. If you do plan to continue your education after leaving Mercer, in what field do you plan to major? (If you don't plan to continue your studies, leave blank.)

1. Biological or health sciences
2. Physical sciences or mathematics (including computer science)
3. Social Sciences (history, political science, psychology, sociology, criminology, etc.)
4. Humanities or fine arts (English, foreign languages, music, theater, arts, etc.)
5. Education (elementary, secondary, special, etc.)
6. Business (including data processing, telecommunications, advertising)
7. Engineering, architecture, or technology
8. Other

31. If you do plan to continue your education, what is the highest degree you plan to complete eventually? (If you don't plan to continue your studies, leave blank.)

1. A two-year Associate's degree (AA, AS, AAS)
2. A four-year Bachelor's degree (BA, BS)
3. A Master's degree (MA, MS, MBA)
4. A Doctoral degree (PhD, EdD), Medical degree (MD), or other professional degree (Law, Dentistry, etc.)

MCCC 0032 3/81

THANK YOU!

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APR 13 1984